Saskatchewan
Education

A Strategic Plan for Follow-up to the Report of The Minister's Advisory Committee on Evaluation and Monitoring

March 1989

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Saskatchewan Education in cooperation with Saskatchewan Teachers' Federation, Saskatchewan School Trustees Association, League of Education Administrators, Directors and Superintendents and the Universities of Saskatchewan and Regina.

March, 1989

I Background:

The report titled Evaluation in Education: Report of the Minister's Advisory Committee on Evaluation and Monitoring was tabled with the Minister of Education in January, 1989.

The report contains nineteen recommendations related to the areas of evaluation and monitoring. The recommendations cover the topics of student evaluation, curriculum and program evaluation, personnel evaluation, system monitoring and evaluation improvement.

This report was commissioned in order to set the course for evaluation in and of Saskatchewan schools as part of the new Core Curriculum initiative.

The following paper is an outline of a proposed follow-up strategy to the report in which plans to implement all the recommendations over the next 2 years are outlined.

II Recommendations with Major Implications for Saskatchewan Education:

While all the recommendations will have an impact on schools in Saskatchewan, five of them represent a major commitment to change related to evaluation and monitoring. These recommendations are outlined below:

A) Professional Development Strategy on Student Evaluation:

Teachers across the province are anxious to bring to bear on the student evaluation process a highly professional approach which reflects the principles of fairness, equity and consistency. In order to maintain this professionalism, a strategy which encourages development and maintenance of expertise is required.

Recommendation One of the report recommends such a strategy be implemented. This strategy is particularly critical in light of the introduction of Core Curriculum.

Subject to discussions with teachers and specialists in the evaluation field, an ongoing professional development plan for student evaluation will be delivered across the province which may include:

- in-service training
- professional exchanges
- subject-area colloquia and seminars
- summer short courses

B) Development of a Curriculum Assessment Program:

As the Core Curriculum is developed and introduced, it is extremely important that the effectiveness of the curriculum be monitored.

Pending research into the assessment procedures undertaken in other provinces, a Saskatchewan process will be developed conceptualized and field-tested to monitoring the effectiveness of the provincial curriculum and, in particular, the effectiveness of Core curriculum. This developmental work will be done in consultation with the major stakeholders in Saskatchewan education.

C) Reform of Provincial Examinations:

The Saskatchewan Education system has always had some form of centralized exit high school examinations.

Currently, all grade 12 students whose teachers are not accredited must sit a provincial examination.

Over the past two decades few changes have been made to the process. Teachers, parents and students have become increasingly critical of the system. The introduction of Core Curriculum has meant an even greater urgency in updating the examinations and having them reflect the more comprehensive nature of Core Curriculum.

A task force will be struck in order to review the current process and make recommendations for change and improvement.

D) Revamping of the Teacher Accreditation System:

While the provincial Department of Education continues to set provincial examinations, teachers who qualify may apply for accreditation status. This status means that a teacher may set the final mark for his/her grade twelve students in a particular subject area and that the mark assigned stands as 100% of the student's final standing in that subject.

Accreditation has been in place since 1972 and has been subject to refinements and improvements almost constantly since.

However, the Minister's Advisory Committee feels the process requires further examination and recommends a review of accreditation. An existing policy committee which has been in place for some time will be expanded to include a number of teachers and administrators. The committee will consult with educators across the province in order to recommend improvements to accreditation.

E) A System-Wide Set of Educational Indicators:

Saskatchewan educators recognize the critical importance of keeping the public fully informed regarding the overall performance of education in Saskatchewan.

This will be done by developing a set of indicators on a variety of topics which may include information on finances, the teaching workforce, student performance, retention and enrolment, demographics and public attitudes.

In addition to a provincial initiative which will be administered with the advice of a reference group, the report recommends the school division boards undertake a similar activity at the local level.

The Advisory Committee feels strongly about the need to keep the community informed and for the entire education system to be accountable to public expectations.

III A Time Frame for Action

The following time frame outlines the proposed follow-up to each of the recommendations. This time frame will be discussed extensively with teachers, administrators, trustees and other key stakeholders prior to implementation of the recommendations.

A TIME FRAME FOR ACTION

Recommendation from Evaluation in Education	Responsibility of	Starting Date	Action Involved
1. That continuing education and professional development opportunities be provided for all teachers to support improvement of their capabilities in the evaluation of student achievement and progress and the diagnosis of student learning needs.	Evaluation and Student Services	In Progress	Evaluation Committee Sub-Group in advisory capacity to revise Student Evaluation Handbook and to develop inservice activities for educators Professional development initiative on a regional basis to be pursued re student evaluation
2. That, as each new curriculum is developed, provision be made to include student evaluation strategies designed to measure student acquisition of knowledge, processes and the Common Essential Learnings in all areas of study.	Curriculum and Instruction	In Progress	Saskatchewan Education curriculum developers and writers to develop strategies; cross-referenced with revised Student Evaluation Handbook
3. That school divisions and school staffs ensure the policies and practices on assessment of student achievement, placement and promotion are established and communicated.	LEADS SSTA	June, after a series of regional meetings	Saskatchewan Education will contact Boards of Education to review and/or establish school level policies

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4. That Saskatchewan Education review and, if necessary, establish legislation, regulations and guidelines which ensure and facilitate the development of department, school division and school level policies pertaining to the assessment of student achievement, placement and promotion.	Policy and Planning	June, after a series of regional meetings	Saskatchewan Education, in consultation with the educational partners review existing legislation/ regulations/policies, and to develop a policy handbook to support local level activity
5. That Saskatchewan Education teacher accreditation policies be revised in consultation with the Saskatchewan Teachers' Federation, Saskatchewan School Trustees Association and League of Educational Administrators, Directors and Superintendents, in order to ensure congruence with the Saskatchewan Core Curriculum and in consideration of the following: o maintenance of accreditation by teacher by Area of Study based on successful teaching experience, Area of Study knowledge, and administrative recommendation subject to school division policy, o an initial accreditation seminar leading to subject-specific accreditation for a specific term, o establishment of a supplementary accreditation seminar leading to accreditation for a specific term in additional Areas of Study, and	Evaluation and Student Services	September	Saskatchewan Education and the Accreditation Review Committee will implement a series of meetings to determine issues and concerns A review will take place to refine process, strengthen accreditation and to consider points raised in the recommendation. *Accreditation Committee to be expanded eg. Teachers, Regional Directors

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° establishment of an inservice program on evaluation leading to accreditation renewal for a specified term in all areas of study in which candidates were previously accredited.			
6. That policies in regard to the development and administration of Grade 12 departmental examinations for students of non-accredited teachers be reviewed to ensure congruence with the Saskatchewan Core Curriculum and to include consideration of such topics as: ° the roles of students, teachers, administrators, and boards of education ° the reliability, consistency, and cultural sensitivity of evaluations ° access to and use of evaluative information, and ° students' and parents'/guardians' access to appeal procedures.	Evaluation and Student Services	Reference Committee to be established in September	Meet for one year to review departmental examination procedures and to prepare recommendations for change (taking into consideration the points outlined in the recommendations)
7. That a Saskatchewan Curriculum Assessment Program be researched, conceptualized, developed, and field-tested to monitor the effectiveness of the provincial curriculum and, in particular, the effectiveness of Core Curriculum	Evaluation and Student Services; Curriculum and Instruction	May	In consultation with educational partners: research, develop, field-test a Saskatchewan model; implement

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8. That locally-developed curricula receive provincial approval for a specific period and, on the basis of a suitably conducted local evaluation, receive longer-term approval.	Curriculum and Instruction	In Progress	Regional Directors and Curriculum Coordinators are establishing and confirming procedures and criteria.
9. That school divisions develop policy on the evaluation of their school programs which includes consideration of the following: o the regular formal appraisal of the school program, o the assessment of the suitability of the goals and objectives of the school programs, o the involvement of staff in program evaluation, o appraisal of public understanding and support of school programs, and o evaluation of the results achieved by the program.	Saskatchewan Education	June, after a series of regional meetings	Saskatchewan Education and school divisons to approach LEADS, and the SSTA to begin the process.
10. That school divisions develop policies which support school-based program evaluation as a legitimate role of teachers, Administrators and school divisions, and which promote program evaluation through inservice activities.	Evaluation and Student Services	In Progress	Resource manual and inservice activities available. STF to provide short course.

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11. That teacher education ensure development of an understanding of the teacher's role in and responsibility for program evaluation.	Saskatchewan Education	June, after a series of regional meetings	Saskatchewan Education will contact Universities to review teacher education programs
12. That school divisions, in consultation with teachers and other professional staff, develop policies, procedures and guidelines for instructional improvement, professional development, and formal teacher evaluation.	Saskatchewan Education	June, after a series of regional meetings	Saskatchewan Education and school divisions to develop policies in consultation with teachers and other professional staff
13. That each school division develop policies that provide for a regular appraisal of schools and the school division.	Saskatchewan Education	June, after a series of regional meetings	Saskatchewan Education and school divisions to develop policies
14. That Saskatchewan Education, the Saskatchewan Teachers' Federation and the Saskatchewan School Trustees Association take steps to improve and systematize student record keeping in Saskatchewan.	Evaluation and Student Services	In Progress	Saskatchewan Education, in consultation with the educational partners, to review procedures, to develop improvements, and to implement changes
15. That a framework of system program planning and effectiveness indicators be developed for education in Saskatchewan.	Policy and Planning	June	Saskatchewan Education, in consultation with the educational partners, to develop and to implement indicators
16. That communication strategies be developed to convey information regarding the effectiveness and quality of education in Saskatchewan.	Policy and Planning	On-going	Saskatchewan Education to Coordinate, in conjunction with the educational partners, a communication strategy for the province

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17. That all evaluation programs at the school division level and provincial level be undertaken in a manner consistent with the principle of personal confidentiality.	Saskatchewan Education	June, after a series of regional meetings	Information package to be developed by Saskatchewan Education for all levels of the educational system
18. That Saskatchewan Education, the STF, LEADS, and the SSTA collaborate in identifying the most effective allocation of resources required to support evaluation at all levels.	Saskatchewan Education	June, after a series of regional meetings	Saskatchewan Education to identify resources available, in collaboration with the educational partners
19. That these recommendations apply to all schools funded by Saskatchewan Education.			
		September October	Saskatchewan Education to reconvene the Evaluation Advisory Committee to review and monitor the implementation strategy